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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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AUTHOR

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IDENTIFIERS Elementary and Secondary Education; Act Title I Program; ESEA Title I Program

ABSTRACT
Full development of the educational, occupational, and attitudinal abilities of young delinquents admitted to the Camp Hill State Correctional Institute was the object of this Elementary and Secondary Education Act Title I Program. Young adults 15-21 years committed to Camp Hill average 6.1 on the standard educational battery test and their outside scholastic record as to final school grade averages 6.17. The program added supplemental training and educational experience to all traditional routines, and developed new courses such as Industrial Electronics, Automotive Diagnostics, Office Practice, Television Repair, Trade Drafting, Photographic Techniques, and a program of vocational guidance counseling. Students with reading and arithmetical deficiencies received special instruction. Of the more than 400 participants, only 38 were dropouts from the program. During 4 years of program operation, almost 800 inmates have earned their high school diplomas with a similiar number acquiring certificates ranging from 8th through the 11th grade. Also, college credit courses conducted by college faculty were initiated. (CH)

GPO 870-390

ED032411

PROGRAM
OF
VOCATIONAL REHABILITATION
FOR
YOUNG ADULT OFFENDERS

Commonwealth of Pennsylvania

Department of Justice

Bureau of Correction

VT008924

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dwight D. Eisenhower

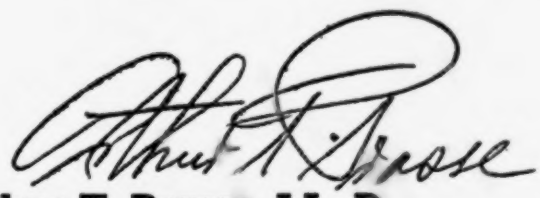
This volume is respectfully dedicated to Dwight D. Eisenhower, former president of the United States and to William W. Scranton, former Governor of the Commonwealth of Pennsylvania because of their mutually expressed interest and recognition of a petition submitted by the young adult commitments in the State Correctional Institution at Camp Hill, Pennsylvania, requesting a consideration of opportunities to serve in the Armed Forces of the United States.

FOREWORD

Because of the broadening scope of education, science and technological advance this generation has acquired a precociousness and maturity much in excess of its chronological age. Yet the superimposed avenues of expression available to them appear to be geared toward a prolongation and continuation of adolescent dependency rather than being directed to the acceptance of realistic responsibilities.

In my opinion of the problems of todays youth in the National interest must be given priority. It must be remembered however, no matter how acute the situation, youth itself is not solely responsible for its origination. Disregarded have been the essentials controls upon their natural volitable and explosive characteristics. Such manifestations are but a reflection of a community indifference, family instability, plus social and economic inadequacy.

The ESEA, Title I program in the State Correctional Institution at Camp Hill, where the age range of its disadvantaged population is fifteen to twenty-one years, has provided motivation and augmentation for opportunities in the field of occupational and technical training, and in education on the college level.



Arthur T. Prasse, LL. D.
Commissioner of Correction

COMMONWEALTH of PENNSYLVANIA

Raymond P. Shafer ..... Governor

DEPARTMENT of JUSTICE

William C. Sennett ..... Attorney General

BUREAU of CORRECTION

Arthur T. Prasse, LL. D. ..... Commissioner

Kenneth E. Taylor, Ph. D. ..... Deputy Commissioner

Lawrence E. Gahagan ..... Director of Classification . . . and Treatment

Harry A. Snyder, Ph. D. ..... Correctional Education Director

STATE CORRECTIONAL INSTITUTION at CAMP HILL

Ernest S. Patton ..... Superintendent

Linwood W. Bair ..... Deputy Superintendent

John M. Grenoble ..... Acting Major of the Guard

Robert E. Cornman ..... Director of Treatment

EDUCATION DEPARTMENT

Leo C. Blanchard ..... Director of Education

William F. Breining ..... Principal

ESEA - TITLE I

SUPERVISION

Mr. Howard W. Daniels ..... Instructional Staff
Mr. Irven H. Fenicle ..... Payrolls - Inventories
Mr. Donald G. Klaiber ..... Vocational Shops
Mr. David C. Runkle ..... Supplies - Records
Mr. Edwin F. Kitner ..... Vocational Rehabilitation

CLINICAL PSYCHOLOGY

Mr. Robert C. Capello ..... Testing - Placement
Mr. Harry E. Smith ..... Testing - Placement
Mr. James E. Hooker ..... Testing - Placement

COUNSELORS

Mr. John Skrowronski
Mr. Chester J. DeVincent
Mr. Dahle D. Bingman
Mr. Lamar L. Libhart
Mr. Harold R. Rockey
Mr. Ronald F. Nordstorm

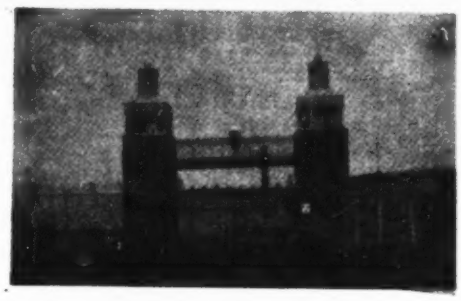
LIBRARIAN

Mr. Alfred M. Isenberg

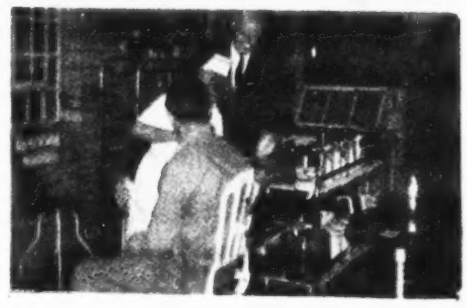
FACULTY

Activity	Instructor
Carpet Installation	**Mr. Welsh**
Carpentry	**Mr. Wolford**
Tile Setting	**Mr. Heim**
Brick Laying	**Mr. Wentz**
Electrical Wiring	**Mr. Wall**
Interior Decorating	**Mr. Jansky**
Interior Decorating	**Mr. Smith**
Plumbing	**Mr. Hood**
Machinist	**Mr. Fleming**
Printing	**Mr. Myers**
Sheet Metal	**Mr. Kelly**
Welding	**Mr. Honeycutt**
Comercial Art	**Mr. Brightbill**
Commercial Art	**Mr. Sweely**
Mechanical Drafting	**Mr. Coryell**
Auto Mechanics	**Mr. Sheetz**
Auto Mechanics	**Mr. Koller**
Tailoring	**Mr. Schmick**
Office Practice	**Mr. Bower**
Office Training	**Mr. Donohue**
Air Conditioning	**Mr. Sage**
Radio & T. V. Repair	**Mr. Schauerman**
Auto Testing	**Mr. Peck**
Auto Testing	**Mr. Andrione**
Industrial Electronics	**Mr. Zimmerman**
Agriculture	**Mr. Donevan**
Meat Cutting	**Mr. Reed**
Vocational English	**Mr. Snyder**
Vocational Math.	**Mr. K. Fleming**

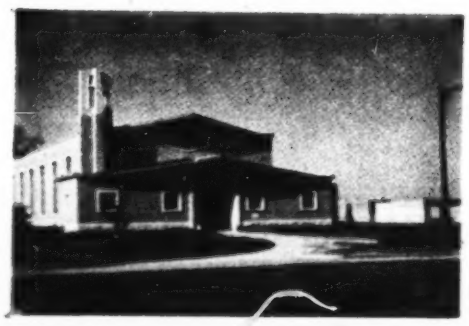
ACTIVITIES and VIEWS in and AROUND OUR INSTITUTION



Main Entrance



Hospital, Sick Line



Our All Faith's Chapel

Speed Reading Course

Education Building

Library Lines

ESEA TITLE I

PROGRAM OBJECTIVES

INTRODUCTION

Incorporation of the manpower concept in the ESEA, Title I program subject "Vocational Rehabilitation" is the primary objective in the development of related activities at the State Correctional Institution for young adults at Camp Hill. In a years time some fifteen hundred juvenile and criminal commitments flow in and out of this institution. Their terms average out about seventeen or eighteen months, not enough on the basis of accepted training standards to do more than a preliminary job of exploration and orientation. Yet in this abbreviated period, during the past four years for instance, almost eight hundred inmates have earned their high school diplomas with a similar number acquiring certificates ranging from eighth through the eleventh grade. College credit courses conducted by college faculties have been initiated. Of equal importance is the fact that illiterates have been taught to read and that almost universally the educational status of those on the elementary level have been improved.

Commitments to this institution average 6.1 on the standard educational battery test and their outside scholastic record as to final school grade averages 6.17. What an inditement of the public school systems of the Commonwealth when you consider the mean intelligence of the population quotient is 96.8! Consequently, it is not suprising that the majority of the population can be categorized upon reception as the uneducated, the irresponsible, the unpersonable, the misfits and socially alienated.

Hithertoo, job training opportunities at Camp Hill were confined to the routines of maintenance, construction, operations and services. In many instances this practice opened the doors to similar opportunities upon release. The ESEA, Title I program added supplemental training and educational experience in all areas, besides developing new courses, such as industrial electronics, automotive diagnostics, office practice, television repair, trade drafting, photographic techniques; and above all a program of vocational guidance counseling.

Those with reading and arithmetical deficiencies received special instruction in nomenclature, vocabulary and expression. Of the more than four hundred participants only thirty - eight were drop - outs from the program. These were subject to the same interviews by the vocational counselors as was the regular student body.

The ESEA, Title I program has brought out the potentialities of pursuing active manpower developmental policy with the young offender. The purpose of the program is to develop the full abilities of these commitments, educationally, occupationally and attitudinally. The challenge is to bring this disadvantaged segment back in the mainstream of the economic and sociological objectives of American life.

Harvey R. Snyder, Ph. D.

Correctional Education Director
Bureau of Correction

A. SUBJECT AREA

Technical — Vocational — Education

B. COURSE OBJECTIVES

Classroom and shop instruction in vocational shop and related extension education covering the crafts, trades and services. Procedure is to supplement systematic on-the-job training with related instruction designed to familiarize the trainee with the materials, tools and principles of the trade, in order to enhance employability upon release from confinment. Areas concerned are:

Air Conditioning Mechanics - Auto Mechanics - Barbers - Bricklayers - Carpenters - Carpet Installers - Cement Masons - Clerk Typists - Cooks & Chefs - Electricians - Farm Equipment Mechanics - Glaziers - Hospital Aids - Landscaping - Machinists - Meat Cutters - Painters - Plasterers - Plumbers - Printers - Sheet Metal Mechanics - Truck Mechanics - Upholsters - Waiters . . .

C. SUBJECT AREA

Psychological Services

D. PROGRAM OBJECTIVES

Administration of testing programs for the identification of vocational interests and aptitudes both motor and intellectual, conducive to the successful completion and job placement of students ages 15-21 in occupational programs of study. To encompass occupational preferences, manippulative capacities as well as evaluations of the subjects age and physical status, in an endeavor to determine the job, within the institution limitations best suitable for maximum results. Testing to involve academic phases of grade level determinations particularly in the fundamentals of reading, mathematics and science. Developments, somewhat nebulous, include the therapeutic aspects of such knowledge when related to the acquisition of degrees of competency in vocational skills. Tests of ability concerned as factors of incentive, interest or understanding were fundamental to the organization of a program of vocational adjustment within the psychometric method. Tests, Rorshach, SAT, California Pictorial Inventory, California Occupational Preference and the GATBY.

E. SUBJECT

Trade Science - Related Theory

F. OBJECTIVES

Classroom programs of related instruction with exploratory and occupational objectives as projected herewith operate on three levels, the technical for the proficient, trade objectives for the average and the rudimentary for the slow learner in the areas of trade theory, vocational mathematics and related science. Fundamentals in all instances emphasized in the basic academic skills irrespective of the occupational significance for the field. This setting results in additional improvements because of relationships to the field of work and employment, a continuing problem facing young adults upon release to their respective communities as well as being a deciding factor in the rate of recidivism.

Science and theory are treated synonymously, ie., each trade or occupational phase includes scientific as well as theoretical aspects. To establish a functional trade training specifics, science proceeds with constant relationships to the principles of each trade and occupation involved in the program or related instruction.

G. SUBJECT

Mathematics - Related Vocational

H. COURSE OBJECTIVES

Classroom instruction in elementary mathematics presented in a practical setting to bridge the gap between a weak arithmetical foundation and the competence and knowledge necessary for the study of mathematics on the trade or vocational level. Includes the essential arithmetical fundamentals, percent, fractions, decimals and denominate mixed numbers, the slide rule, elementary algebra, particularly the formulae associated with the basic concepts of areas and volumes in plane and solid geometry. Mathematics constitutes a segment of instruction in the apprenticable trades and their applications to the industrial and technical schools and for apprenticeship programs and extension education.

A laboratory approach, with the use of calculating machines, overhead projectors, filmstrips and tape recorders using the latest flow-chart design, are employed in the instruction of low achievers as an attempt to overcome their normal short interest span. This provides a step by step form of instruction and a degree of logical application in arithmetic which is different from the rate and other methods which have repeatedly failed.

I. SUBJECT

Reading - Related Skills

J. COURSE OBJECTIVES

Classroom instruction in the development of functional vocabularies, sentence structure, paragraphing, punctuation, and dictation in the area of oral and written communication Skill fundamentals as well as corralary to the understanding and application of shop and occupational processes, industrial terminology of units or work, equipment and materials. Classroom activities involve combinations of reading, writing, speaking and listening. Procedures include such fundamentals as the use of the verb, verb and subject, pronouns, adjectives, adverbs, spelling, etc., etc., in relationship to the ability to write, to make reports or apply for a job. Reading to be projected as an essential corralary for the progress in the theoretical and technical aspects or on-the-job training in the building, metal, service and other selected occupations.

The Audio-visual reading laboratory equipment such as film strips, recordings, tachistoscopes and reading pacers are employed at the required diagnostic reading levels to broaden reading experience, to clarify concepts dealt with in reading and to stimulate a desire to read.

Many of the inmates, if not illiterate, are reading at about the sixth grade level or less. The reading laboratory objectives are to diagnose and remediate reading problems, to encourage the learning of effective reading skills and consequently through reading. The reading laboratory equipment

materially aids the reading teacher to establish and maintain sequentially developed reading programs.

EQUIPMENT LIST

Kodak 35mm slide projector
Grafler movie projector model 800
Westinghouse filmstrip slide projector
Vu-Lite opaque projector
T-Matic opaque projector
(6) Shadowscope reading pacers
Sony tape recorder
O. P. A. development workbooks
Various filmstrips remedial & developmental

K. SUBJECT

Library Services

L. OBJECTIVES

The library to be responsible for supplying and scheduling appropriate materials,plus visual equipment to the program of instruction. This section of the library to be known as the "Occupational Information Service". Designed to present and prepare occupational information pertaining to the specific occupational and training facilities in the institution as well as the world of work. To be a center for audio, printed and visual materials, job analysis and job descriptive manuals, occupational monographs, catalogs of technical schools and schools of engineering.

Functions of the library to provide occupational information for guidance purposes to which the student can refer for technical supplementary assistance and enrichment. To operate under the direction of a qualified librarian or a certified teacher.

M. SUBJECT

In-Service - Training of Staff

N. DESCRIPTION OF BASIC FEATURES

1. All instructors, employed as teachers or tradesman instructors, assigned to Title I projects participated in three credit courses conducted by the Department of Vocational Education, Pennsylvania State University.

O. OBJECTIVES

1. Courses leads to Interim Standard Vocational Teaching Certificate issued by the Pennsylvania Department of Public Instruction.

2. Outline
   (1) Knowledge and understanding of good teaching and how to translate these goals into practice.
   (2) Understanding of how individuals learn and how to adapt instruction to individual differences.
   (3) An appreciation of the applicatory system of instruction.
   (4) An awareness of the importance of thorough planning as the first step in successful teaching.

P. SUBJECT

Vocational Counseling

Q. OBJECTIVES

The rehabilitation counselor staff interviewed all vocational students in order to obtain as much information as possible about them, their emotional problems, and the nature if any of the disability. During the early interviews, the counselor established free and easy communication to ensure a relationship of mutual trust and confidence. Information developed in the interviews is used with other medical, psychological, and social data to help the person evaluate himself in relation to the kind of work that is suitable to his physical and mental capacity, interests and talents. A plan of vocational training is then worked out jointly by the counselor, the disadvantaged inmate and those providing other special services. The counselor holds at least three interviews with the inmate to discuss the program, check the progress made, and help resolve problems.

R. SUBJECT

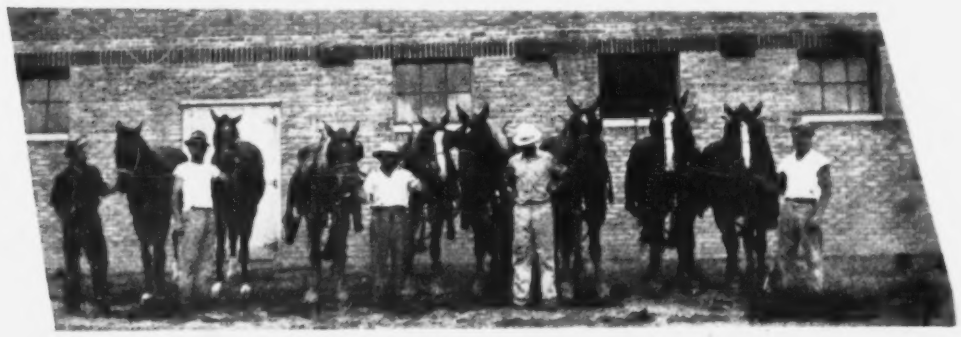
College Level Program

S. OBJECTIVES

Contracted services for credit courses in Basic English and Mathematic Essentials from the Harrisburg Area Community College. Instruction to take place in the institution. Courses to be conducted by Community College faculty, two periods daily five days per week, June 17 through August 9, 1968. Supervised study two periods daily to be directed by institution secondary teachers.

INSTRUCTORS In - Service Training Class Participating in Course 6V - Methods in Vocational Education.

ACTIVITIES and VIEWS in and AROUND OUR INSTITUTION



Farming . . . THEN

and NOW

Garage, Mechanical and Body Repairs

Wash Rack and General Servicing

AGRICULTURE

Mr. Francis Donoven — Instructor

Students Enrolled — 15

TEXTBOOKS

Farm Shop Skills
Publisher: American Technical Society
Study Guide for Farm Shop Skills
Publisher: American Technical Society
Farmers Shop Book
Publisher: Bruce co.

AGRICULTURE

All phases of modern farming and land use are incorporated in the agriculture program. The theory portion of the course deals with dairy farming, beef raising, crops and rotation, greenhousing and extensive use made of training films.

With three hundred and eighty five acres under production, agriculture remains one of the larger areas of employment in the institution. Experience is gained in the operation and maintenance of most modern farm equipment.

AUTO — MECHANICS

Mr. Charles J. Koller — Instructor

Students Enrolled — 18

TEXTBOOKS

Auto-Motive Electrical System
Publisher: American Technical Society
Study Guide for above book
Publisher: American Technical Society
Auto-Motive Electrical Equipment 6th Ed.
Publisher: McGraw - Hill
Work Book for above book
Publisher: McGraw - Hill
Service Station Attendent
Publisher: McGraw - Hill

AUTO - MECHANICS

A laboratory and theory course conducted as a pre-requisite to admission to the Automotive Diagnostic Center. Equipment such as generators, ignition and cooling systems, brake assemblies and automatic transmissions were demonstrated in the classroom. Units consisted of automotive brakes and power transmission systems, engines, electrical equipment and driver education.

AUTOMOTIVE DIAGNOSTIC CENTER

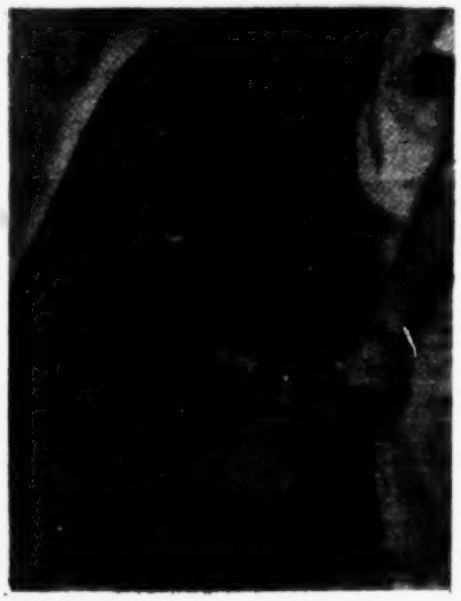
Mr. G. G. Peck — Instructor

Mr. L. S. Andrione — Instructor

Students Enrolled — 18

TEXTBOOKS

Automotive Fundamentals 3rd Ed.
Publisher: American Technical Society
Alignment Manual
Publisher: Baer Co.



AUTOMOTIVE DIAGNOSTIC CENTER

Students were taught to follow a "check list" to make certain all important parts of the car were examined; for example, look for and replace worn parts, such as distributor points, clean, adjust, or replace spark plugs, adjust the carburator, brakes, clutch, and the balance of the cars wheels.

Mechanical and electrical problems were assimulated in order to locate trouble by the use of a variety of testing equipment such as motor analyzers, spark plug testers, compression gauges, and electric test meters. This shop included front end alignment and the latest electronic equipment.

BRICKLAYING

Mr. Frank H. Wentz — Instructor

Mr. Stewart Hartman — Instructor

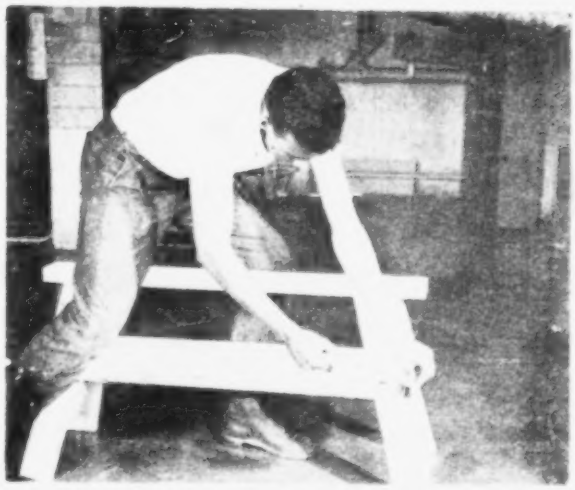
Students Enrolled — 14

TEXTBOOKS

Bricklaying
Publisher: American Technical Society
Bricklaying Study Guide
Publisher: American Technical Society

BRICKLAYING

Both theory and practical experience were afforded in the bricklaying class. The course offers a basic training in wall fabrication, with later stress placed on wall ends, corners, and plumb cornering techniques. Advanced students demonstrated their abilities in structural design, including the erection of fireplaces and ornamental work. Emphasis was placed upon accurate work so that the brick structures had a neat uniform appearance and the rows of brick lined up with windows, doors, or other openings without excessive cutting of brick. Instruction was given in the use of general tools including, chisels, jointer trowels, tuck pointers (a special finishing tool used to shape mortar joints) and bricklayers hammers, gage lines and plumb bobs.



CARPENTRY

Mr. Keith L. Wolford — Instructor

Students Enrolled — 17

TEXTBOOKS

Fundamentals of Carpentry - Vol's. 1 & 2
Publisher: American Technical Society
Workbook for above book
Publisher: American Technical Society

CARPENTRY

Training in carpentry at Camp Hill, was improved by adding stationary and portable power tools. These included hand tools such as, hammers, saws, chisels, planes, and portable power saws, drills, and rivet guns. Carpenter students, beside shop work, were employed in almost every type of construction activity. Students erect wood framework in building, install moldings, lay floors, and do finish work. Because of the wide scope of work performed in the trade, some are taught to specialize in a particular type of carpentry work, such as in industrial and building maintenance. This process gives the student necessary training which can be used in either routine home repairs or in residential construction.

CARPET INSTALLATION

Mr. Leo T. Welsh — Instructor

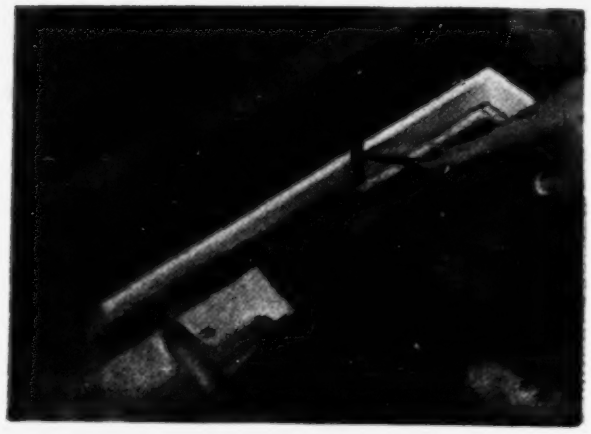
Students Enrolled — 18

TEXTBOOKS

The Essentials of Modern Carpet Installation
Publisher: D. Van Nostrand Co.

CARPET INSTALLATION

Students were taught the "tackless strip" method of wall to wall carpet installation with the use of various tools and accessories that have been introduced to the industry. Detailed discussion on carpet materials and construction, step by step procedures on measuring, estimating and planning installation, are given. Many photographs and diagrams were used to illustrate and clarify the text. A glossary of carpet terms and tables converting square feet to square yards have been included. Instruction included the use of extension carpet strechers, knee kickers, shears, binding machines, floor rollers and the techniques of binding, cleaning and repair.



CLERICAL OFFICE PRACTICE

Mr. Russell Bower — Instructor

Mr. David Gearhart — Instructor

Students Enrolled — 26

TEXTBOOKS

Clerical Office Practice 4th Ed.
Publisher: Southwestern Publishing Co.

CLERICAL OFFICE PRACTICE

Students in office management were prepared for employment as office clerks in the numerous jobs of this type in the institution as well as upgrading those already employed. These include changes which have been brought about in various types of office practice; especially in the fields of adding, calculating, reproduction, typing and the introduction of data processing equipment.

COMMERCIAL ART

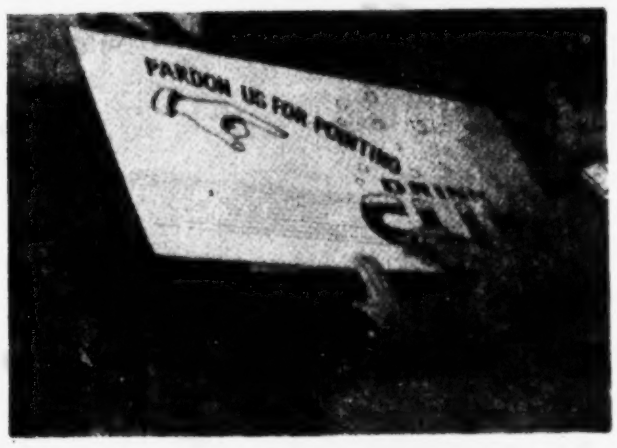
Mr. Herbert L. Brightbill — Instructor

Mr. Harry P. Sweely — Instructor

Students Enrolled — 19

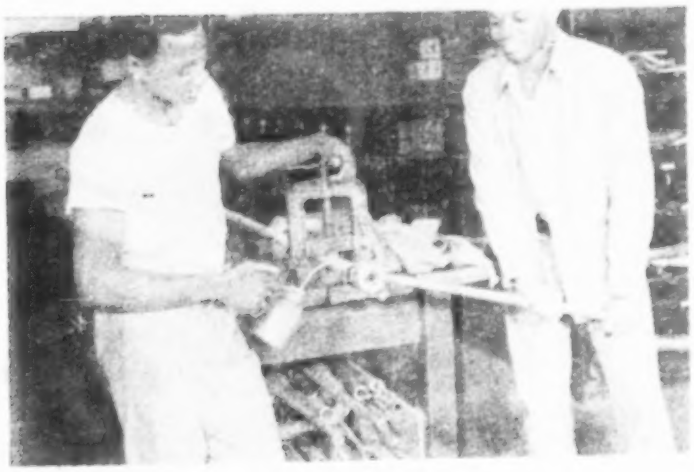
TEXTBOOKS

Show Card Writer
Publisher: Drake



COMMERCIAL ART

The course of study included the art work necessary to the preparation of advertisements appearing in newspapers, magazines, and catalogs. The course included such fundamentals as perspective, design, color, harmony, composition, and the use of pencil, crayon, pen and ink, and pastels. Also included were advertising and graphic design, lettering, illustrations, show card painting and office signs.



ELECTRIC SHOP

Mr. James Wall — Instructor

Students Enrolled — 12

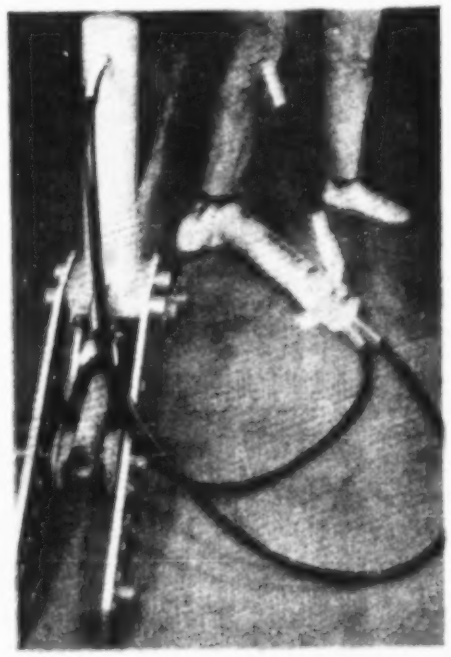
TEXTBOOKS

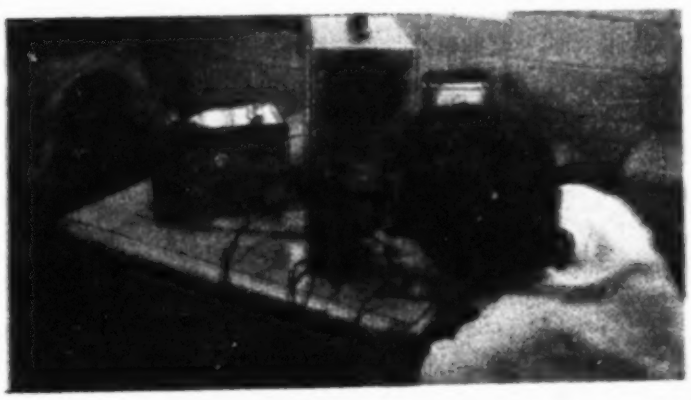
Fundamentals of Electricity
Publisher: American Technical Society

ELECTRIC SHOP

Student electricians were taught to layout, assemble, install, and test electrical fixtures, apparatus, and wiring used in electrical systems on construction projects.

Also installed were many types of switches, conduits, controls, circiut breakers, wires, lights, signal divices, and other electrical components, following blueprints and specifications. The success of this activity has been the opportunity to receive practical experience in electrical installation and maintenance.





INDUSTRIAL ELECTRONICS

Mr. Richard Zimmerman — Instructor

Students Enrolled — 13

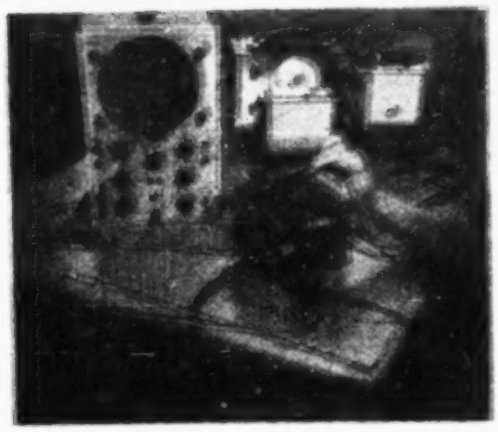
TEXTBOOKS

Industrial Electronics
Publisher: McGraw - Hill
Elements of Electronics 2nd Ed.
Publisher: McGraw - Hill

INDUSTRIAL ELECTRONICS

Instruction centers around both theory and practical application of basic electrical testing and maintenance equipment. The student was taught to use the equipment necessary for a possible career in communications, industrial systems maintenance and installation of various electrical components and units.

Emphasis has been given to broaden techniques which have wide applicability to a variety of industrial equipment. Many of the devices and circuits described are those actually used in industrial electronics, but fundamentals principles were given first order importance.



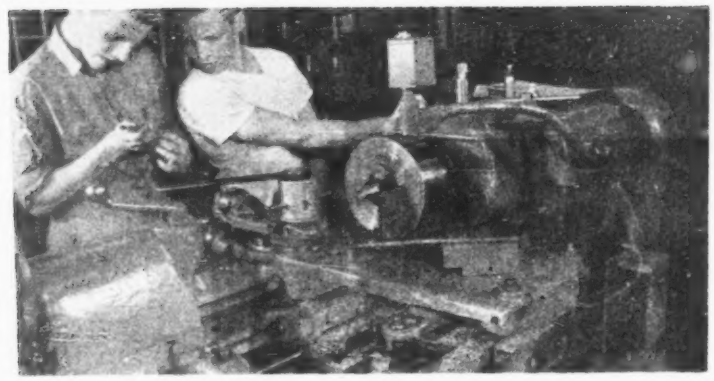
MACHINE SHOP

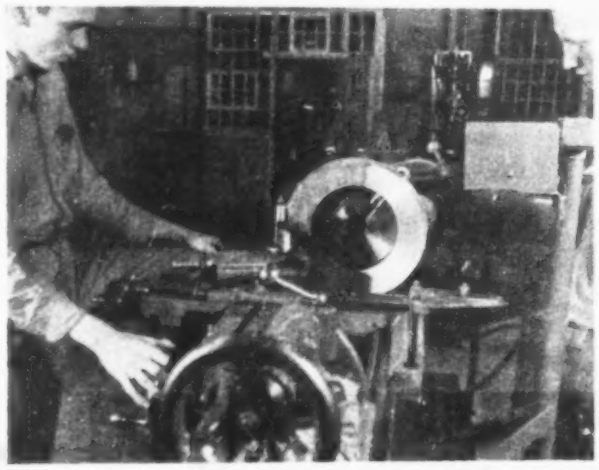
Mr. Jack K. Fleming — Instructor

Students Enrolled — 17

TEXTBOOKS

Machine Shop Operations & Setups
Publisher: American Technical Society





MACHINE SHOP

The Machinest course was designed to develop a skilled metal worker apprentice, able to produce metal parts with machine tools. Machine tools included a variety of lathes, shapers, milling machines, drill presses and a twelve ton hydraulic press.

The student plans and carries through all operations needed in turning out machined products. He is taught to select the tools and the material required for each job and the cutting and finishing operations in order to complete the finished work according to blueprint or written specification. Also he makes standard shop computations relating to dimensions of work, tooling, feeds, and speeds of machining. He uses precision - measuring instruments such as micrometers and gauges to measure the accuracy of his work.

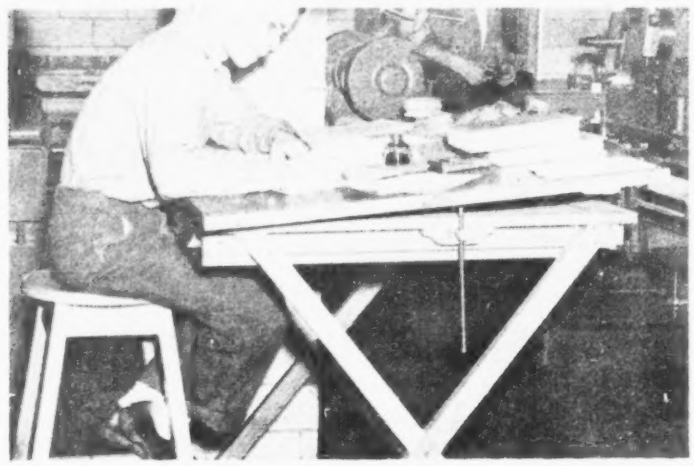
MECHANICAL DRAFTING

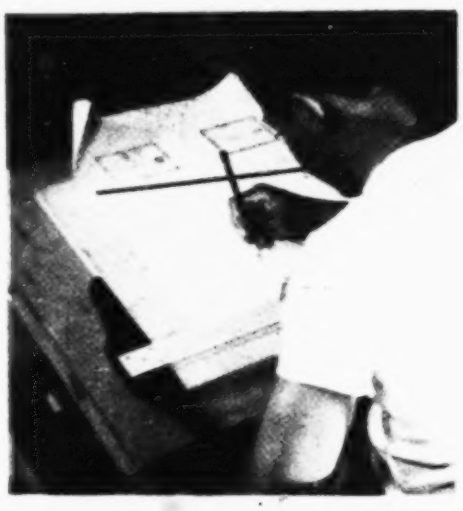
Mr. Harry D. Coryell — Instructor

Students Enrolled — 11

TEXTBOOKS

Drafting 3rd Ed.
Publisher: American Technical Society





MECHANICAL DRAFTING

Student draftsmen were trained to translate the ideas, rough sketches, specifications, and calculations into working plans. They were taught to calculate the strength, relibility, and cost of materials. In their drawings and specifications, to describe exactly what materials and processes workers are to use on a particular job. To prepare their drawings, the student draftsman used such instruments as compasses, dividers, protractors, and triangles. They were taught to use engineering handbooks and slide rules to assist in solving technical problems.

PAINTING AND DECORATING

Mr. Ernest F. Jansky — Instructor

Mr. John Smith — Instructor

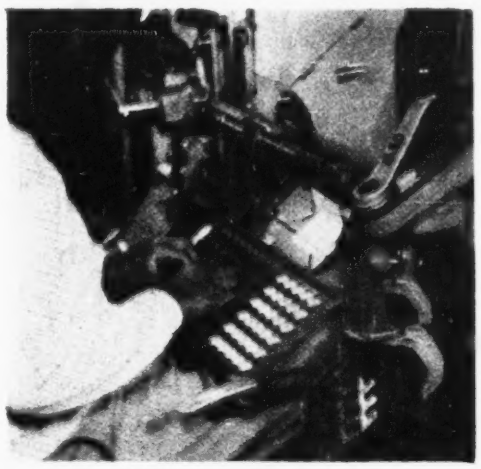
TEXTBOOKS

Painting and Decorating
Publisher: McGraw - Hill

PAINTING and DECORATING

Painting and decorating were conducted as separate trades. Apprentices were taught to prepare the surface especially in interpainting loose paint, nail holes, cracks, and rough spots which required sanding; and apply a prime coat or sealer for the base of new paint. Theory included a knowledge of color schemes and cost estimates.

Student decorators were also taught to prepare the surface to be papered and in doing this they apply sizing; a prepared material that makes plaster less porous and to assume better sticking of paper to the surface. When the surface has been prepared the students measure the area, then applying paste to the paper and paper to the wall in strips, smoothing it into place with a brush.



PRINTING (Photolithographic process)

Mr. D. N. Myers — Instructor

Students Enrolled — 17

TEXTBOOKS

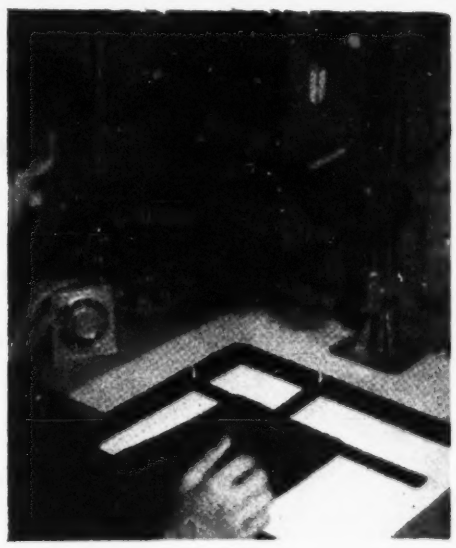
Photo Technology
Publisher: American Technical Society
Graphic Arts Procedures
(the offset processes)
Publisher: American Technical Society

PRINTING (Photolithographic Process)

The photography course was not aimed at creating professional photographers but was designed to offer a broad background in basic photographic procedures (including process photography) which are necessary for the student who may wish to pursue this vocation. The course was restricted to the processing of black and white films, although the fundamentals of color photography were covered in theory using slides and films furnished by Eastman Kodak.

The Course included taking pictures of all the other activities, developing the films, making prints and screening the prints for printing.

The pictures contained in this book were taken by members of the class, color shots were sent out for processing, however, the color separations were done in our own shop and printed on the offset press.



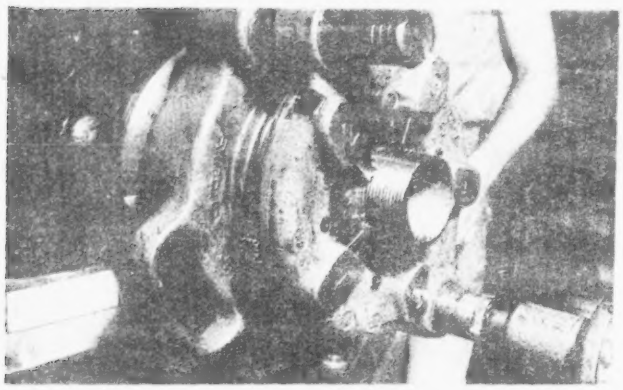
PLUMBING and PIPE FITTING

Mr. Harold L. Hood -- Instructor

Students Enrolled — 14

TEXTBOOKS

How to Design and Install Plumbing
Publisher: American Technical Society



PLUMBING and PIPE FITTING

The basic plumbing course includes procedures encountered in both industrial and residential servicing. Student plumbers were taught a variety of skills, for example, to bend pipes and make welds, braze, calk, solder, and thread joints. After a pipe system is installed, to test for leaks by filling the pipes with liquid or gas under pressure.

Students were instructed in the use of wrenches, reamers, drills, braces and bits, hammers, chisels, saws, and other hand tools. Power machines were used to cut, bend, and thread pipes. Hand operated hydraulic pipe benders and pipefitters were also used. In addition, instruction included the use of gas and acetylene torches, welding, soldering, and brazing equipment.

RADIO and TV REPAIR

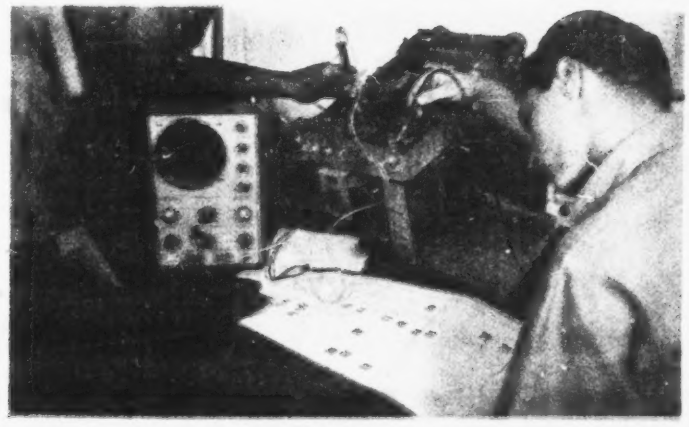
Mr. Joseph Schauerman — Instructor

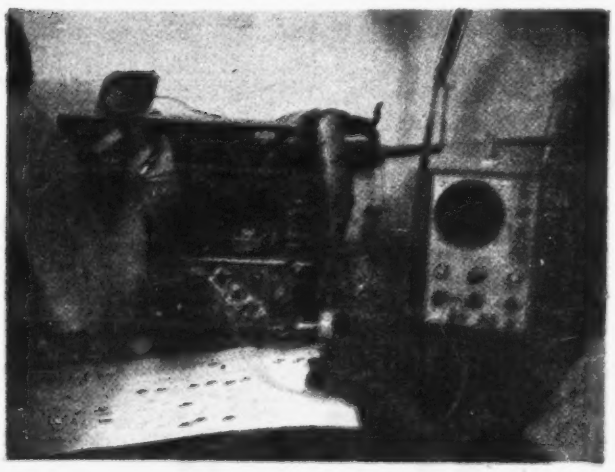
Mr. Lester Bowen — Instructor

Students Enrolled — 10

TEXTBOOKS

TV Servicing
Publisher: McGraw - Hill
Elements of Radio Servicing 3rd Ed.
Publisher: McGraw - Hill





RADIO and TV REPAIR

Instruction for television and radio service students involved diagnosing trouble in equipment and making necessary repairs. Students were taught to locate and replace faulty tubes, transistors, resistors, and other components, or poor connections, aging parts, and dirt, moisture and other basic troubles that effect all electronic equipment. To locate equipment needing repair, signs of unsatisfactory performance, to check and evaluate each possible cause of trouble, beginning with the simplist and most common cause . . . tube failure. In other routine checks to look for loose or broken connections and for parts that are charred or burned due to excessive current or mishandling.

To use meters and electronic test equipment to check circuits, to measure voltages, until an unusual or irregular measurement indicates the part of the circuitry causing trouble. Commonly used testing apparatus were vacuum tube volt meters, multimeters, oscilloscopes, signal generators, and other specialized instruments.

REFRIGERATION & AIR CONDITIONING

Mr. Richard Sage — Instructor

Students Enrolled — 8

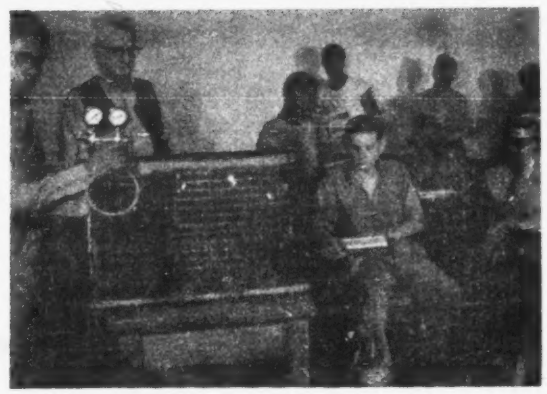
TEXTBOOKS

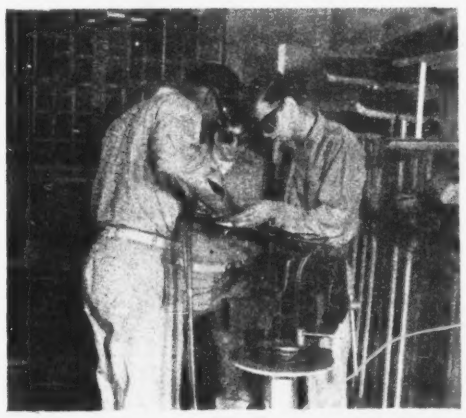
Refrigerator Repairman (Cool it Man)
Publisher: McGraw - Hill

REFRIGERATION and AIR CONDITIONING

Emphasis was heaviest on air-conditioning units basically because of the availability of such equipment and the large demand for competent trouble-shooter in this field.

Institutional air-conditioning units were dismantled, repaired, and and re-assembled with reconditioned motors, compressors and other parts. Competency was required in the use of electric drills, pipe cutters, benders, and acetylene torches. Testing equipment included psychrometers, refrigeration gauges, vacuum gauges and ammeters.





SHEET METAL

Mr. James H. Kelly — Instructor

Students Enrolled — 10

TEXTBOOKS

Sheet Metal Layout
Publisher: McGraw - Hill
Sheet Metal Shop Practices
Publisher: American Technical Society
Guide Book Sheet Metal
Publisher: American Technical Society

SHEET METAL

Sheet metal students were engaged in fabricating and installing ducts that are used in ventilating, air-conditioning, and heating systems. They also fabricated and installed a wide variety of other products made of thin metal sheets, such as roofing and siding, partitions, store fronts, and metal frame work for neon signs.

Sheet metal students were taught to cut metal with hand snips, power driven shears, and other cutting tools, and to form metal with a variety of machines, hammers, anvils; then weld, bolt, rivet, solder, or cement the seams and joints. Many materials used in the class were donated by local industry.

TAILORING

Mr. Robert E. Schmick — Instructor

Students Enrolled — 11

TEXTBOOKS

How to Tailor
Publisher: Bruce Co.
Dry Cleaning
Publisher: McGraw - Hill

TAILORING

A course in tailoring provided the student with an opportunity to learn the principle of garment alteration and repair. The tailoring class works from the ground up with students first learning how to make a pair of trousers. After four classes devoted to the theory of tailoring, the students were taught methods of buttonholing, making cuffs, pockets, installing zippers and jacket linings and repairing various cloths. Various materials were studied and worked with in the program and students were given information that could lead to a future in the garment business. This information covers such areas as seasonal materials, weight, strain resistance and durability of specific cloths.

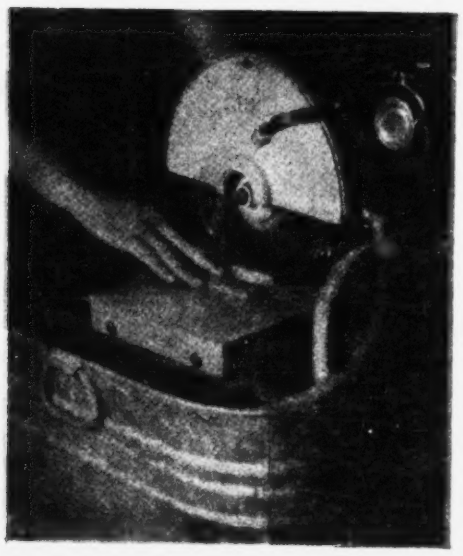
TILE SETTING

Mr. Ralph C. Heim — Instructor

Students Enrolled — 6

TEXTBOOKS

None



TILE SETTING

The course in tile setting included techniques for covering both floors and walls with linoleum and ceramic tiles. Because of the cost of the materials used in the program, students first made use of small tables that gave them experience in cutting tile to match specific dimensions and angles of the "model floors".

Students completing the course would generally qualify to serve as a tile setter's helper, a capacity in which more advanced techniques such as, color combinations, design, and special select patterns, could be acquired. Equipment included, an electric disk saw, besides trowels, etc., for precision in facing and alteration of tiles into suitable patterns. Projects included washrooms and the walls of vocational shops.

VOCATIONAL ENGLISH

This course emphasized usage with adequate attention given to grammar and composition. Stressed were vocational vocabulary, expression and the development of technical sentence structure as related to specifications and job work reports. The psychology of oral expression and self improvement were combined with reading laboratory evaluations.

VOCATIONAL ENGLISH

Mr. Arthur H. Snyder ___ Instructor

Students Enrolled (alls students participated in vocational english)

TEXTBOOKS

Basic Reading Abilities
Publisher: World Book Co.
How To Talk Effectively
Publisher: American Technical Society

VOCATIONAL MATHEMATICS

All inmate students were scheduled, beside shop theory, to participate in a review of shop arthmetic simplified algebra and geometric principles. Advanced pupils were drilled in the solution and use of equations, formulas, mensuration, graphs. plus the utilization of the slide rule.

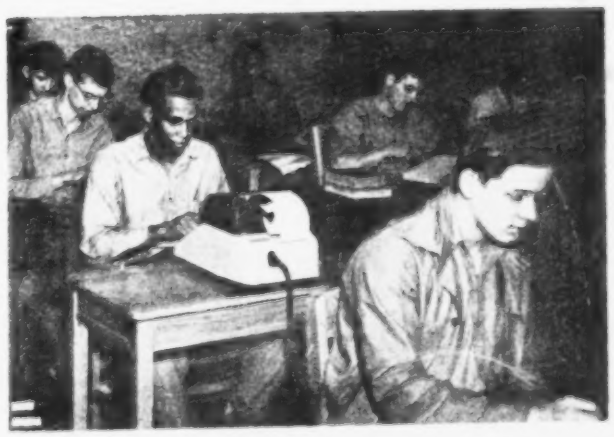
VOCATIONAL MATHEMATICS

Mr. Kendal J. Fleming — Instructor

Students Enrolled (all students participated in vocational math)

TEXTBOOKS

Industrial Mathmetics
Publisher: Apprentice Hall
General Trade Mathematics
Publisher: McGraw - Hill



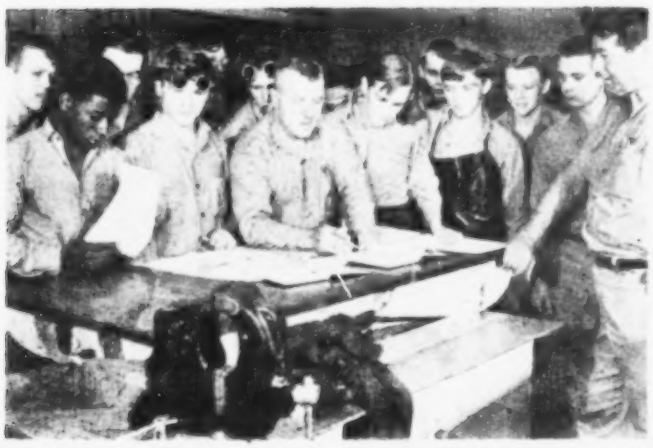
WELDING and CUTTING

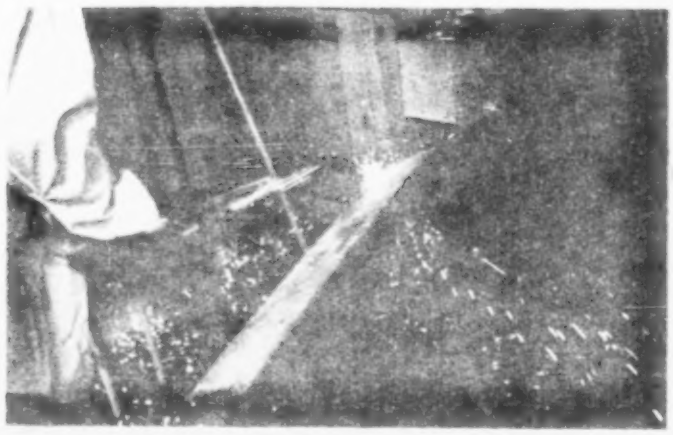
Mr. Honeycutt — Instructor

Students Enrolled — 35

TEXTBOOKS

Electric Arc Welding
Publisher: American Technical Society
Study Guide for Electric Arc Welding
Publisher: American Technical Society
Oxyacetylene Welding
Publisher: American Technical Society
Welding and It's Applications
Publisher: McGraw - Hill





WELDING and CUTTING

The general all around relationship of both gas and electric arc welding to the metal and mechanical occupations was reflected by the fact that more student applications were received than could be adequately handled. This course included welding, cutting and use of Helio-Arc equipment; and the selection of welding rods, and welding torch tips.

Theory included principles, applications, electrical and acetylene terminology and it's relationship to mass production. Both practical and written apprentice tests were administered.

Supervision and administration of the preceding activities were conducted by the following persons Mr. Howard W. Daniels, Instructional Staff - Mr. Irven H. Fenicle, (pictured) Payrolls - Inventories - Mr. Donald G. Klaiber, Vocational Shops - Mr. David C. Runkle, Supplies - Records - Mr. Edwin F. Kitner, Vocational Rehabilitation.

VOCATIONAL COUNSELING

One of the most significant services in connection with he ESEA program at Camp Hill was the incorporation of guidance interviews, conducted by a staff of acredited vocational rehabilitation counselors. At the onset the inmates viewed with suspicion these sessions, so accustomed were they to associate authorative contacts with disciplinary and punitive outcomes. The constructive purposes in pointing out job employment prerequisites and individual qualification relating thereto soon removed this concept, and the realistic objectives of the interview began to take place, particularly in subsequent sessions.

Some experimentation, as to counseling techniques took place when ten group sessions were organized. Separated into nonintegrated groupings the reactions improved, but not enough to indicate, that at this age, group counseling had any superior value, therapeutic or otherwise, over the individual approach.

Available and fundamental to the program of guidance and counseling were the official summaries of the commitments, which included not only personal experiences and family histories and educational records but the results of psychological and achievements tests.

In addition thereto the guidance staff was responsible for the administration of occupational preference and inventory testing. These results were interpreted for the benefit of the trainees during the counseling sessions and thereafter became a phase of their institutional record.

COLLEGE COURSES
HARRISBURG AREA COMMUNITY COLLEGE

Forty-one young men were enrolled. All recently qualified for the Commonwealth Secondary Diploma through the results of examinations by the Pennsylvania Department of Public Instruction. Two courses, English 001, English Essentials and Mathematics 001, Mathematics Essentials, carrying three credits were conducted as a phase of the Community College's program over the period June 17 to August 9 inclusive.

The course in English was taught by Professor John Matthews formerly at Michigan State University and Mathematics by Peter C. Foltz of Syracuse University. Mr. Mattews had previous instructional experiences in underprivileged programs. Each class was scheduled to meet five hours weekly with equivalent time for supervised study. The academic and examination performance were identical to the standard accepted on the campus. Those eligible for the program were uniformly selected from the top quartile of the top two-hundred inmates who recently qualified through the General Education Development Test for secondary diplomas.

All told, commitments from twenty-seven counties were involved, Allegheny leading with eight, Philadelphia with three and Lawrence, Lancaster, Lehigh and Northampton with two each. Ten were negro and thirty-one white.

Officials immediately concerned in this development were Dr. W. A. Koehline, Dean of Instruction at HAAC, Mr. Herbert Edwards and Dr. Edgar Davidson, Compensatory Programs in the State Department of Public Instruction and Dr. Harry A. Snyder, Education Director, Bureau of Correction, State Department of Justice.

A statement by Commissioner Arthur T. Prasse reflects the context of relationships between corrections, colleges and universities.

"New programs, research, university affiliations and prestige may significantly shift the age long definition of Corrections as a mere custodial institution. If Corrections is to become a rehabilitation agency, both during and after custody, Corrective education must be programmed to restore inmates to acceptable social behavior. To do this, Corrections will require the help of other community agencies both educational and vocational in establishing the program within the facility and for effective continuity of aftercare upon release."

PERTINENT DATA:

Distribution of Intelligence Quotients

Range 95 - 121 **Mean** 107

DISTRIBUTION of FINAL AVERAGES

English Essentials

	Total
A's	9
B's	13
C's	14
D's	2
F's	0
W's	3
Total	41

Mathematics Essentials

	Total
A's	12
B's	11
C's	13
D's	2
F's	0
W's	3
Total	41

REPORT on COLLEGE CLASSES OFFERED at the STATE CORRECTIONAL INSTITUTION at CAMP HILL PENNSYLVANIA

English 051

The two sections of English 001 taught at the State Correctional Institution at Camp Hill during the developmental session, summer 1968, differed from the same courses offered on our own campus in several ways. First, the courses were taught within the institution. All of the students were, for one reason or another, high school dropouts who qualified for the program through the General Educational Developmental Examination. Essentially, all had failed, or been failed by, the regular educational program. Therefore, the course was modified in an attempt to meet the special needs of students in a penal institution.

Books provided for the course were Shaw's **Handbook of English,** and Webster's **New World Dictionary. Ideas and Backgrounds** was omitted. Furthermore, a bibliography was prepared and books were borrowed on consignment from state public libraries. These volumes were placed in the existing library room in the education building at our institution. Students were encouraged, but not required, to read these books. The book of essay's **Ideas and Backgrounds,** was omitted because it was felt there was reason to doubt the appropriateness of the essays. Since the essays were clearly chosen by the editors for the topical significance and were directed to the typical college freshman, the students at the institution, obviously not the typical college freshman, could not have found them revelant.

In order to provide appropriate readings, individual essays, poems, and songs were mimeographed and distributed for classroom use. The material was selected on the basis of immediacy and topical relevance. Poems by modern poets of alienation such as Allen Ginsberg, Lawrence Ferlinghetti, Bob Dylan, and Leonard Cohen, couched in a modern language, and having a modern point of view, were used as starting points for discussion of expression, ideas, and the problems of communication.

Essays on general topics such as world population, the war in Vietnam, and Civil Rights were used from time to time with emphasis placed on structure and point of view.

Music, particularly popular music, song poems, was included because of its wide appeal and usefulness as a key to understanding the basics of communication - a medium determining message.

Students were required to write five pages a week in a journal that was graded quantitatively. It was assumed that one learns to write in volume and that in some ways quantity is as important as quality. In addition, students were required to write paragraphs and a few short themes both in and out of class. These writing assignments were made as specific as possible, e. g., imitations of journalism, description, explanation, simple argument in order to focus upon particular rhetorical problems. Mechanics, the art of punctuation and usage, was dealt with as a practical problem: How can we say it best?

In this context, the class dealt in part with the history of language, sentence patterns, loose and periodic sentences, concrete and general words, denotation and connotation, fact and opinion, assumption and implication, metaphor and symbol.

Mathematics 001

Mathematics 001 was taught to two sections of inmates at the State Correctional Institution at Camp Hill during the summer of 1968. Basic requirements of the course as listed in the college catalogue were satisfied; i. e. the topics of arithmetic, basic operation, polynomials, linear equations, and inequalities in one and two variables were discussed. Also a short introduction to trigonometry was included. An attempt was made to control the pace of the course to allow a maximum degree of success for the students consistent with course requirements rather than to cover the text. Judging from a questionaire given the last week, and from other evidence formal and informal, the classes were successful in developing skills, stimulating the minds of the students, and developing constructive attitudes concerning their future education.

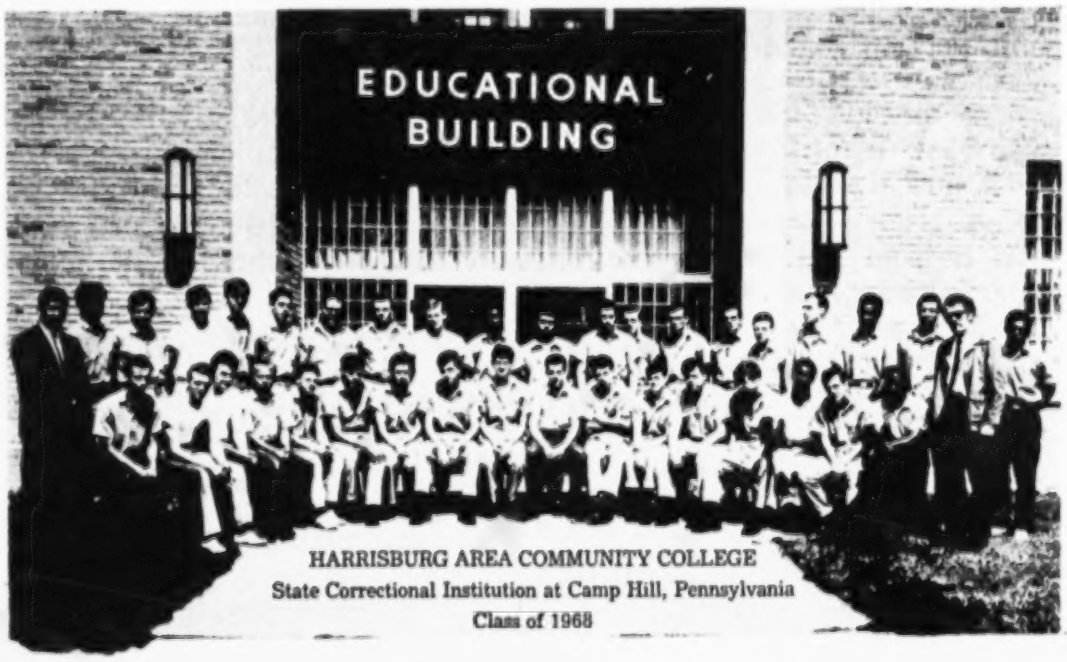
RECOMMENDATIONS and SUGGESTIONS

The College Might:

1. Offer Mathematics 001 and 051 in the spring using our own pretest, a study of individual background, as a criterion for placement in the two courses.
2. Use our counseling services to establish contact with institutions which would be able to accept these students when they are back in society.
3. Make it possible for grade reports to be sent home to parents at the request of the inmates.
4. Provide means for the rest of the faculty and students to become acquainted with our efforts.
5. Devise a follow-up system to measure the effect of our efforts.

The Institution Might:

1. Provide classrooms with more board space.
2. Provide study periods at times other than immediately before and after the class recitation periods.
3. If two study periods run concurrently, have one quiet and one for discussion . . . free access to either.
4. Provide slide rules for mathematics classes.
5. Lighten some of the duties of the citizen officers to allow more study time.
6. Develop the library and make it more accessible.
7. Rescind the regulation barring paperback books from the institution.



HARRISBURG AREA COMMUNITY COLLEGE
State Correctional Institution at Camp Hill, Pennsylvania
Class of 1968

COLLEGE PROGRAM PROJECTIONS

January 8, 1968 - May 2, 1969

100 STUDENTS ..... SIX CLASSES

This agreement executed in triplicate has been made and entered into at Harrisburg, Pennsylvania on the twenty-ninth day of October, 1968, by and between the Harrisburg Area Community College and the Bureau of Correction, State Correctional Institution, Camp Hill, Pennsylvania. The provisions of this agreement are as follows:

1. Harrisburg Area Community College agrees to offer the following courses at the Correctional Institution, Camp Hill, Pennsylvania during the period January 8, 1969 through May 2,1969:
   Social Science 101 ..... 3 credit hours
   English 051 ..... 3 credit hours
   Math 001 or Math 051 ..... 3 credit hours
   Each class will be taught by fully qualified faculty members of the Harrisburg Area Community College and will meet for 150 minutes of instruction per week, 50 minutes each on Monday - Wednesday - Friday.
2. All prospective students will complete an application for admission to the Harrisburg Area Community College.
   The State Correctional Institution, Camp Hill, Pennsylvania is required to provide admissions office of the Harrisburg Area Community College all academic data available that may be pertinent to effective course placement of the students.
3. Registration of all students will take place January 3, 1969 at the State Correctional Institution, Camp Hill, Pennsylvania. Additions to the classes are possible until the close of classes on Wednesday, January 15, 1969.
4. The State Correctional Institution agrees to pay the tuition of each participating student. The rate will be $24 per credit hour, per student for each student whose home is in Pennsylvania, and $36 per credit hour per student for each student whose home is not in Pennsylvania. The State Correctional Institution agrees to pay $6 per student for the ACT, which will be administered by the College prior to the beginning of classes. The State Correctional Institution also agrees to pay for the actual costs of textbooks and supplies for each student. The refund policy of the Harrisburg Area Community College, as described in the 1968-69 Harrisburg Area Community College catalogue will apply to all students.

IN WITNESS WHEREOF, the parties have hereunto set their hands and seals the day and year first given above.

Harry A. Snyder
Bureau of Correction
Correctional Education Director

W. A. Koehline
Dean of Instruction
Harrisburg Area Community College

John C. Lantz
Associate Dean of Instruction
Harrisburg Area Community College

THE PENNSYLVANIA STATE UNIVERSITY
INDUSTRIAL EDUCATION EXTENSION COURSES

With the advent of the Elementary, Secondary Education Act program in the State Correctional Institution at Camp Hill, it was deemed essential to upgrade tradesman instructors, teachers and supervisors who would be concerned with the instructional processes in the field of vocational education. Primarily, the objectives were directed more to the areas of related science and theory of the trade than to the physical operations in which the group uniformly had a relatively high status. The majority of these individuals, the trainee had never considered the possibility or their capability of completing college level work. However, the artisan of today, through force of circumstance, has emerged, relatively speaking, to a technical level. Another factor in this program has been the credit application toward an authentic vocational teaching certificate which will subsequently be issued by the Pennsylvania State Department of Public Instruction.

Actually, one of the several aspects of this program is to assist prospective teachers of occupational subjects to discover the teachable content of their specialized vocational knowledge and skill; secondly to develop a definite list of concrete jobs, projects, and exercises arranged in logical sequence.

Specifically, we are of the opinion that effective teaching is contingent on the ability to organize instructional material into worthwhile educational experiences, particularly in vocational education where tangible and creative experiences take place. A final reason for the instructor training program, perhaps the most significant, is the fact that expenditures in this connection will more nearly approach their maximum objective and purpose than those lesser in direction toward the field of vocational and technical education.

COURSES: 6V Methods in Vocational Education - 16V Trade and Job Analysis - 27V Curriculum Construction.

CLASS MEMBERSHIP: **Bower, Russell D.**, Office Training, **Donevan, Francis**, Agriculture, **Fenecle, Irven H.**, Engineering, **Fleming, J. K.** Machinist - Toolmaker, **Fleming, K. J.**, Counseling, **Hood, Harold**, Plumbing, **Jansky,Ernest**, Interior Decorating, **Kelly, James H.**, Sheet Metal, **Kitner, Edwin F.**, Counseling, **Klaiber, Donald G.**, Vocational, **Krebs, George**, Office Management, **Longnecker, Bruce**, Industrial Electronics, **Mumma, John E.**, Vocational Mathematics, **Myers, D. N.**, Printing, **Peck, George**, Auto-Diagnostic Laboratory, **Sage, Richard**, Air Conditioning, **Schmick, R. E.**, Tailoring, **Smith, John W.**, Interior Decorating, **Skrowronski, John F.**, Counseling, **Snyder, Arthur H.**, Vocational English, **Wall, James L.**, Electrical, **Welsh, Leo T.**, Carpet Installation, and **Wolford, Keith L.**, Carpentry.

TRADE and INDUSTRIAL EDUCATION

Teacher Certification Standards

PERMANENT STANDARD CERTIFICATE

GRAND TOTAL - 60 CREDITS

	General Education	General Professional Education	Vocational Education	
	Minimum 22 credits	Minimum 8 credits	Minimum 8 credits	
MINIMUM 3 years teaching and obtaining credits	Required Course U. S. History with emphasis on Pa.	Required Course Audio-Visual Education	Possible 18 credits	MAXIMUM 8 years teaching and obtaining credits

TEMPORARY STANDARD CERTIFICATE

TOTAL - 12 Credits

General Education

Elective Course 2 credits

General Education - 2 Credits

Vocational T. and I

Minimum
10 credits

Program of V. E. Courses for Certification

REQUIRED:
Successful completion of Occupational Competency Examination based on Occupational Experience.

VOCATIONAL T. & I.
Observation and Student Teaching
Minimum ..... 6 credits
Elective VE Ind. 4 credits

EMERGENCY or INTERIM CERTIFICATE

After obtaining Temporary Standard Certificate, renewals will be made for two, three-year periods and one, two-year period providing 18 credits have been completed during each three-year period and twelve credits have been completed during last two-year period. Evidence of successful teaching experience, certified by the superintendent of schools is required.

BIBLIOGRAPHY
of INSTRUCTIONAL MATERIALS
VOCATIONAL TRAINING and RELATED THEORY
PENNSYLVANIA BUREAU of CORRECTION
1967 - 1969 ESEA TITLE I, BULLETIN REPORT

The following list of texts, work books and manuals were published by the American Technical Society, Chicago, Illinois.

Slide Rule
T-Square
Plastering
Guide book to Plastering
Drafting
Sheet Metal Shop Practices
Guide Book Sheet Metal
Sheet Metal Work Books
The Instructor & His Job
Farmers Shop Book
Farm Shop Skills
Study Guide for above Text
Machine Shop Operations
Guide Book to Mach. Shop
Machine Trade Blue Print Reading
Building Trade Blue Print Reading #1
Building Trade Blue Print Reading #2
How to Talk More Effectively
Study Guide for above Text
Practical Mathematics
Mathematics for Industry
Study Guide for above Text
Related Math. for Carpentry
Graphic Arts Procedures
Graphic Arts Procedures (basic)
Study Guide for above Text
Photo Technology
Brick Laying
Study Guide for above Text
Concrete Blocks
Radio, T. V. and Basic Electronics
Study Guide for above Text
Interior Wiring
Study Guide for above Text
Fundamentals of Electricity
Study Guide for above Text
Plumbing Planning and Installation
Study Guide for above Text
Auto Motive Electric System
Study Guide for above Text
Auto Motive Collision Work
Study Guide for above Text
Auto Motive Brakes and Power Transmission System
Study Guide for above Text
Auto Motive Engines
Study Guide for above Text
Auto Motive Fundamentals
Study Guide for above Text
Electric Arc Welding
Study Guide for above Text
Oxyacetylene Welding
Study Guide for above Text
Cabinet Making and Mill Work
Study Guide for above Text
Fundamentals of Carpentry - Volume 1
Study Guide for above Text
Fundamentals of Carpentry - Volume 2

The following materials were published by the McGraw & Hill, Co. of Canada ,Ltd.

Sheet Metal Layout
Masonry Planning and Building
Elements of Electronics
Industrial Electronics
Study Guide for above Text
Television Servicing
Elements of Radio Servicing
Basic Radio Manual
Painting & Decorating
Food Preparation
Auto Motive Electrical Equip.
Study Guide for above Text
Auto Motive Engines
Study Guide for above Text
Welding and its Applications
Carpentry for the Building Trades
Residential & Commercial Air Conditioning
Refrigeration (Cool it Man)
Service Station Attendant
The T. V. Repair Man
Dry Cleaning
Cook Book (John the Second Best Cook)

The following books of the Bruce Publishing Co. Milwaukee, Wisconsin were used in the program.

Essentials of Modern Upholstery
How to Tailor
Shoe Repair

The Bakers Manual - **Ahrems Book Co., N. Y.**

Modern Carpet Installation and Study Guide of same - **D. Van Norstand Co.**

A PROPOSAL FOR EXPANSION OF INITIAL DIAGNOSTIC PROCEDURE IN ORDER TO INCLUDE VOCATIONAL EVALUATION

I. PURPOSE

The program herein described to furnish basic data relating to an inmate's vocational potential to be included in his Initial Classification Summary. Areas evaluated would include; Intelligence, Basic Academic Achievement, General Aptitudes, and Vocational Experience and Interests. Information learned from this evaluation would be used for placement in training areas where reasonable success could be expected.

II. PROCEDURE:

Visual acuity results to be made available from the medical department on each inmate prior to the evaluation. This would permit delaying evaluation of those whose vision would adversely effect the result until such time as glasses, etc., could be provided. Every new commitment would undergo the evaluation, if possible, while in quarantine status.

Procedure in evaluation should include group testing of intelligence with the Revised Beta Examination which does not require literacy. This measures planning ability, the ability to learn new material, alertness for incongruities, spatial relations, the ability to differentiate the essential from the unessential, and perceptual speed.

Academic achievement to be measured with the Test of Adult Basic Education. This instrument measures basic school subjects and yields achievements level from grades 2 to 12, inclusive, and was designed for use with adults. The various scores obtained provide information relevant to accurate placement within an academic program. This part of the evaluation is also currently routine, but is being done with the Stanford Achievement Tests which were designed for school children, and which do not provide accurate data relevant to achievement levels of adults or a youthful age group.

Vocational aptitude screening to be accomplished by routinely administering the Employee Aptitude Survey, a battery of 10 paper and pencil tests, each requiring approximately 5 minutes. Within this battery of tests, each test measures a separate facet of job-related aptitude, special batteries may be established for specific job requirements. Standards are available on each test depending on the aptitude level demanded by the job, and all scores can be combined into a single weighted composite score.

TEST 1.	**Verbal Comprehension:** To be used in selecting for all jobs which require the use of words in communication, thinking, and planning. It is a prediction of trainability in technical and production jobs.
TEST 2.	**Numerical Ability:** To be used in selecting for any job which involves computation. This is true of most clerical and technical jobs.
TEST 3.	**Visual Pursuit:** Measured the type of perceptual abilities required by electronic technicians, machinists, and other personnel whose work requires the reading of complex schematics or blueprints.
TEST 4.	**Visual Speed and Accuracy:** Centers around perceiving detail; thus it is especially recommended for screening clerical help.
TEST 5.	**Space Visualization:** Requirements for draftsmen, production men, machine operators, sheetmetal workers, package wrappers, and certain assemblers.
TEST 6.	**Numerical Reasoning:** To be used to select for jobs which require the interpretation of numerical information. This is useful for clerical types of work.
TEST 7.	**Verbal Reasoning:** Recommended for all work where decision making is required. Mechanics, draftsmen, and accountants need this aptitude.
TEST 8.	**Word Fluency:** To be considered in selecting jobs requiring self-expression either oral or written.
TEST 9.	**Manual Speed and Accuracy:** Recommended for all jobs which require precise eye and finger coordination, such as assembly.
TEST 10.	**Symbolic Reasoning:** Required for jobs which deal with abstract thinking such as trouble shooter, technicians, computers programmer.

Vocational interests would be measured by the California Picture Interest Inventory. Literacy is not required, and responses are made to pictures of men engaging in a wide variety of occupations. The broad areas measured include; Interpersonal Service, Natural, Mechanical, Business, Esthetic, and Scientific. Scales are also provided to measure interests in Computational work, work involving verbal or written communication with others, and interest in occupations requiring varying lengths of training and preparation.

III. ADMINISTRATION OF THE TOTAL BATTERY:

The revised Beta Examination, requiring 30 minutes, would continue to be administered by the Psychology Department during the first two or three weeks of incarceration.

The test for Adult Basic Education, being substituted for the Standard Achievement Test, would be administered by the Education Department. This test requires up to 3 hours, comparable to the time currently being spent.

The Picture Interest Inventory to be administered by the Psychology or Vocational Department at the time the Revised Beta Examination is administered since it only requires about 20 minutes.

The Employee Aptitude Survey, requiring about 1 hour in its entirety, would be administered by either the Psychology Department or the Vocational Department.

IV. STAFF TIME:

The administration of this battery would require an additional 1½ hours of staff time. Scoring and reporting would probably require an additional 8 hours. This is over and above the current time requirement for the tests already part of the routine evaluation.

V. REPORTING THE RESULTS:

The revised Beta Examination would continue to be reported in the Psychological report. The test of Adult Basic Education would be reported in the Educational section. Both the Picture Interest Inventory and the Employee Aptitude Survey would be reported in the Vocational section.

VI. USE OF RESULTS OF TESTING:

At the time of initial classification, results would be thoroughly evaluated. An inmate's work assignment would be based on this evaluation. Knowing his intelligence, achievement, and interest, the clinic could select an assignment where his performance would likely be satisfactory. This would increase efficiency in many work areas, since those placed on these assignments would have some interest in the work. It would also reduce the amount of job change requests from citizens. While placement would be beneficial to training, the institution would also profit. Instead of random assignments to work areas needing people, the clinic would be able to place workers who would profit by the assignment, because of work aptitudes.

Although all commitments to undergo the complete evaluation while in quarantine, it is not envisioned that everyone could be placed in the areas most beneficial to them. By analyzing test scores, however, any placement would show some relationship to his overall vocational potential considering other factors such as; institutional needs, custody factors, medical or mental limitations.

CONCLUSIONS

1. It has been demonstrated that a successful program of job development and training can be conducted in an institution for disadvantaged young adults

2. That essential job development and placement are based on the use of occupational and psychological testing media.

3. Similarly essential is the incorporation of related trade science and theory, basic academic education, the utilization of a reading laboratory and the use of visuals and demonstrations.

4. That cross section of basic intellectual capacity in the State Correctional Institution at Camp Hill, while averaging 96.8, was further conditioned by the absence of normal school progression on the outside, plus the lack of job experience.

5. That college level programs can successfully be incorporated in a State Correctional Institution for young adults, as well as customary programs for completing academic prerequisites on the elementary and secondary levels.

6. That programs of Vocational Teacher Education should be organized under the auspices of a University Department of Vocational Education.

7. That there should be an awareness of the necessity to experiment, to conduct research and follow-up, to innovate in order to discover ways and means to cope with the problems of crime, law enforcement and corrections.

8. That occupational training, including correctional industries operations, should be realistically aligned with manpower demands.

9. That an essential part of a vocational rehabilitation process is to provide a program of occupational counseling. The counseling process to include orientation, testing, vocational guidance, job development and placement, counseling and follow-up counseling.

ACTIVITIES and VIEWS in and AROUND OUR INSTITUTION

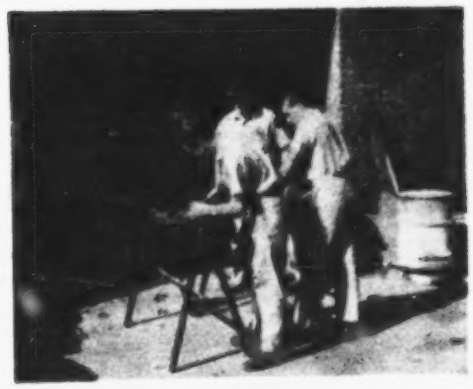
Greenhouse

Cooking for Mainline

Shoe Repair

Laundry

Construction



The Black Smith Shop

FORM JBC-1A
CC—50M—1-68

CONFIDENTIAL

INITIAL CLASSIFICATION SUMMARY

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF JUSTICE
BUREAU OF CORRECTION
SUPERSEDES FORM JBC-1 WHICH MAY BE USED FOR CASES PRIOR SUPERSESSION

BC NUMBER	PBP NUMBER	COMMITMENT NAME	☐ TN	INSTITUTION	DATE

1. PERSONAL DATA

ALIASES (TN)				RACE	SEX

DATE OF BIRTH	PLACE OF BIRTH	RELIGION	MARITAL STATUS	HEIGHT	WEIGHT

LEGAL ADDRESS	ARREST ADDRESS

OCCUPATIONAL TITLE	INTELLIGENCE RATING	EDUC. ACHIEVEMENT GRADE	GRADE COMPLETED	MEDICAL PROFILE
				P U L H E S T

MILITARY SERVICE	SERIAL NUMBER	DATES OF SERVICE	TYPE OF DISCHARGE

SOCIAL SECURITY NUMBER	USINS NUMBER	SELECTIVE SERVICE NUMBER	FBI NUMBER	BCI NUMBER

PAST OR PRESENT PROBLEM AREAS

☐ ALCOHOL ☐ NARCOTICS ☐ SEXUAL ☐ PSYCHIATRIC ☐ ASSAULT ☐ ESCAPE

2. PREDOMINANT SENTENCE DATA

DATE OF SENTENCE	COUNTY	COURT, INDICTMENT NUMBER, TERM	TYPE SENT.	MINIMUM Y	MINIMUM M	MAXIMUM Y	MAXIMUM M	JUDGE	OFFENSE

CONTINUED FROM BC #	PLEA	TOTAL SENTENCE	COMMITMENT CREDIT	ESCAPE TIME

DATE OF RECEPTION	EFFECTIVE DATE	MINIMUM DATE	MAXIMUM DATE	PV EFFECTIVE DATE	DELINQUENT TIME	BACKTIME	NEW MAXIMUM

☐ TPV ☐ CPV ☐ PVCO	INTERSYSTEM TRANFER FROM	DATE OTHER RELEASE	DATE PAROLED	DATE REPAROLED I	DATE REPAROLED II

3. DETAINERS

DATED	FROM (INCL. ADDRESS)	CHARGING	INDICT-WARRANT NOS.	REMARKS

4. REMARKS

CONFIDENTIAL

CAMP HILL TECHNICAL HIGH SCHOOL

Vocational Report Form ESEA - Title I

Name _____ No. _____ Ward _____ Subject _____

Date Entered_____/_____/_____ Date Withdrawn _____/_____/_____ Teacher _____

Attendance	1st Period	2nd Period	3rd Period	Final Attendance
Days Belonged				
Days Absent				
Days Attended				
				Final Average
Quality of Work				
Productivity				
Attention to work Assignments				
Housekeeping				
Initiative				
Dependability				
Interest Attitude				
Safety				
Equipment, Tools and Materials				
Trade Theory and Science				
Related Math.				
Related English				

Rating System A 95 - 100%
B 87 - 94%
C 76 - 86%
D 70 - 75%
E Below 70%

Remarks:

Commonwealth of Pennsylvania

Certificate of Accomplishment

This is to affirm: that .....

has successfully completed the following indicated courses in a program of Education and Training

covering the period ..... 19 ..... 19 inclusive.

.....

.....

Leo C. Blanchard
Director of Education

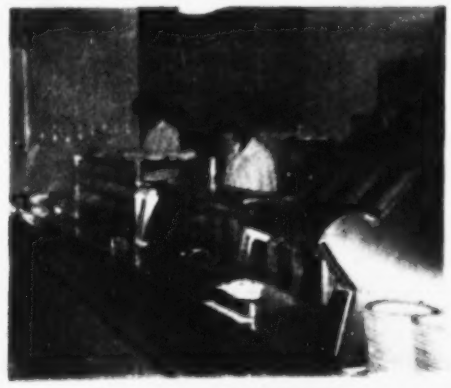
Ernest S. Bolton
Superintendent

Harvey R. Snyder
Education Program Specialist

Albert L. Grose
Commissioner

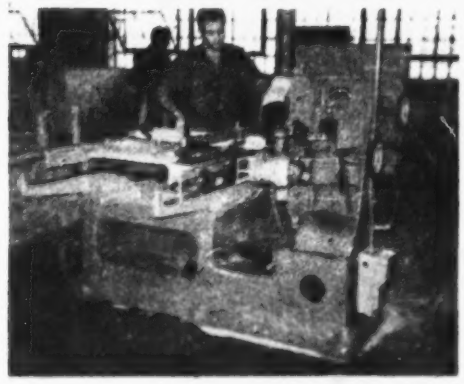
ACTIVITIES and VIEWS in and AROUND OUR INSTITUTION

Baking Bread



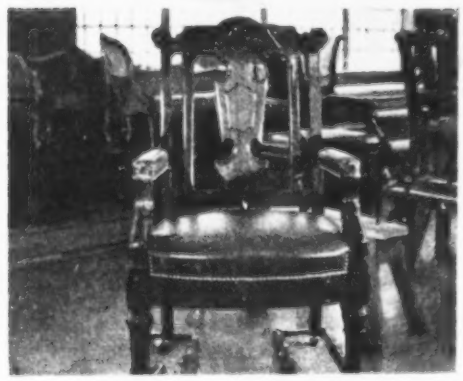
Ready to Serve Mainline

Furniture Factory



Furniture Factory

Upholstery



Upholstery

CONGRESSIONAL RECORD

PROCEEDINGS of the 86th CONGRESS

WASHINGTON, APRIL 19, 1960

SENATE

Electronics in the Field of Rehabilitation

EXTENSION of REMARKS

of

Honorable Carroll D. Kearns of Pennsylvania

In the House of Representatives

Tuesday, April 19, 1960

Mr. Kearns. Mr. Speaker, I believe it will be of interest to every Member of Congress, especially to my colleagues from the Commonwealth of Pennsylvania, to learn of a pilot project, which in this age of automatons, has geared for the first time electronics into the field of rehabilitation. The Remington Rand Division of the Sperry Rand Corp., the Department of Property and Supplies, and the Department of Justice of the State of Pennsylvania, are cooporatively offering a course for the training of Univac programmers to a selected group of 20 youthful prisoners in the State Correctional Institution at Camp Hill, Pa. Remington Rand is providing, without cost, instructors, manuals, laboratory facilities, and textbooks.

The significant aspect of this development, in view of increasing problems of crime and delinquency, is the demonstration that our system of individual enterprise can do something constructive about it. In this respect I heartily recommend that our industries, corporations, businesses, and union authorities, explore the possibilities, through training and employment, of bringing out the creative capabilities of the youthful offender.

The officials of the respective organizations are to be congratulated on their dynamic progress in the area of treatment.

CONGRESSIONAL RECORD PROCEEDINGS
of the 89th CONGRESS
Washington, D. C., March 2, 1966

SENATE

YOUTH CRIME and the GREAT SOCIETY

Mr. Church. Mr. President, James Symington, Executive Secretary of the President's Committee on Juvenile Delinquency and Youth Crime, is not likely to underestimate the seriousness of juvenile crime, but his article in the February 24 issue of the Reporter illustrates that he also has ideas about how to deal with it.

His emphasis falls on the need for better corrective institutions, and more concern about these institutions from those sentenced young men and women to them; on the need to expand experimental programs.

I commend to my colleagues "Youth, Crime, and the Great Society." by James Symington, son of the distinguished senator from Missouri, and ask unanimous consent that this be printed in the Record.

There being no objection, the article was ordered to be printed in the Record, as follows: **(quotes)**

"Youth, Crime, and The Great Society"
(by James Symington)

Those of us working for the President's Committee on Juvenile Delinquency and Youth Crime daily confront the following facts and figures; The largest group of today's unemployed is between 16 and 19 years old. Their unemployment rate is more than 3 times that for the labor force as a whole.

THE HARD CORE

And what happens to those adolescents whom programs, however well conceived and executed, fail to sway? What of the "institutions" that receive them and the courts that send them there? James Bennett, former Director of the Federal Bureau of Prisons, recalls that less than 5% of the Federal Judges in his time ever visited a Federal prison. How many juvenile court judges have made a thorough investigation of the institutions to which they entrust their charges? But why stop with judges? How many mayors, aldermen, councilmen, or State legislators have really investigated the institutions to which juveniles are committed? And if they are found wanting, what higher priority could there be for the expenditure of public funds?

It is not a question of comforts. One director proudly claimed that his boys could watch television every night and see two movies a week. Undoubtedly they were doing that at home when they should have been working, studying, or listening to music that was written from the head and heart and not the midsection. We must ask what demands are being made of these kids, demand that will stretch their minds and lift their spirits. Rather than pap to dull them into sullen acceptance of their lot, they need classrooms, good teachers, and workshops. And they need protection form the disturbed in their midst, who must be more carefully supervised and, if necessary, separated.

We have some institutions that provide such services, but not nearly enough. Those I have seen which successfully receive, handle, train, and educate delinquent boys include the State Correctional Institution at Camp Hill, Pa. and the Annex to the Boys Training School in New Hampton, New York.

Many rewarding techniques for guidance within institutional limits have been developed. But returning the boy to his home community and enabling him to resist the old influences are more difficult challenges. The Labor Department has taken a lead in meeting them. Under the Manpower Development and Training Act of 1962 and its recent amendments, the Department is engaged in experimental programs dealing with correctional institutions and their employment problems when released.

A re-examination of juvenile court procedures may also be warranted. Some maintain that these courts have become inappropriately soft on the sophisticated young offender and want stiffer procedures for the 16-year old and up.

We may be moving toward a more solemn and judicial approach to the older juvenile, whereby his treatment in court would be less avuncular, his sentence more"deterring," and his constitutional safeguards more complete.

DEVELOPMENTAL and SPECIAL PROGRAMS

1. ADULT BASIC EDUCATION, PUBLIC LAW 88-452, PART B

Program of instruction for inmates who have attained eighteen years of age, whose inability to read and write constitute a substantial impairment of their ability to obtain or retain employment commensurate with their real ability. To raise the education level of such individuals with a view of making them less likely to become dependent on others or on welfare, thus improving their capacity to benefit from occupational training programs and otherwise increasing their opportunities for more productive and profitable employment and the likelihood of being better prepared upon release to accept adult responsibilities.

Operates in cooperation with the Pennsylvania Department of Public Instruction and the Cumberland County School District.

2. VOCATIONAL REHABILITATION

Vocational Rehabilitation Unit

Activities of the Vocational Rehabilitation Staff are directed at bringing handicapped public offenders back to society from which they have been alienated. This unit is capable of assisting an inmate, who when released to enter into trade training. Correspondence courses are available to those incarcerated. Orthopedic and Cardiac evaluations as well as Neurological are corrected during the inmates confinement. Some types of physical restoration have been, plastic surgery to remove facial scars, artifical limbs, repair of hernias, hydrocele and other surgery. Available are clinical psychologists, psychiatrists and medical specialists. To date twenty five percent of the referrals had physical defects and seventy-five percent, mental or emotional impairments.

Operates in connection with the Bureau of Vocational Rehabilitation, Harrisburg, Pa.

3. ELEMENTARY and SECONDARY EDUCATION ACT, LIBRARY SERVICE and CONSTRUCTION ACT.

TITLE - IV - A

The Development of a Program of Total Library Service:

To ascertain whether a model Library in a correctional facility can have a positive effect on the Rehabilitation Program. To discover whether a non-professionally prepared librarian with some in-service-training (Library Assistant I) can operate a library program successfully. Available as a resource would be a professional librarian. Close relationships to be established with the educational reading program laboratory. Library materials include broad selections of periodicals, reference books, fiction, records and visuals. Five thousand paperbacks to be purchased. From these, the cell block collections will be made and regularly distributed on a non-accountable basis. The professional Library for staff will include materials for reference and personal development.

Operate in connection with the Pennsylvania Department of Public Instruction, the State Library and the Advisory Council on Institutional Libraries, Dr. Frank B. Sessa, University of Pittsburgh, Chairman.

4. The Role of the Humanities in the Rehabilitation of Young Offenders. Conducted by the Institute for Research in Human Resources, The Pennsylvania State University.

This proposal is based on the premise that the majority of the youthful offenders have essentially negative concepts. It is the Study of the Humanities to help young criminal offenders to begin to understand themselves and the consequences of anti-social behavior. Within the scope of the study "humanities" is defined as any material which will aid the subject in arriving as a sense of personal identity which encompasses their individual strengths and weaknesses, provides an appreciation of meaning and a set of values consistant with life in society.

An age of 18 - 21 was selected because in this category there seems to be a potentialities for establishing changes in life patterns. To capitalize upon the development of immediate interests, the pragmatic orientation is directed towards the secondary level, since only education appears to be practical is of immediate interest to most. Thus, some aspects of literature, history and the arts are used to represent the initial focal points in the program of activities.

Operates in connection with the Institute for Research in Human Resources, The Pennsylvania State University.

INMATES for PATRIOTISM

November 9, 1965
P. O. Box 200
Camp Hill, Pennsylvania 17011

Honorable William Scranton, Governor
Commonwealth of Pennsylvania

Dear Sir;

We the undersigned, currently inmates at the State Correctional Institution at Camp Hill, fully appreciating the precious virtues and admirable characteristics of human democracy, wish to express our universal desire to insure that freedom and justice shall never succumb to the communistic influences posing a threat throughout the free world. It is with a feeling of disgust that we hear of communist forces battling American soldiers and attempting to engulf still another nation with a curtain of barbed wire and privation.

One aspect of the present situation which has particularly aroused resentment among us is the apparent lack of enthusiasm for our governmental policy in South Vietnam on the part of many irate American Students and other protuberant individuals.

We well understand that the conception of peaceful international relations is foremost in the thoughts of all sensible persons. The primary objective is how can we best arrive at peaceful co-existence with our national adversaries, the Soviet Union and Red China. Must we sacrifice South Vietnam to attain this peace? Must we discredit our numerous soldiers whom have already died in this conflict by withdrawing and submitting to diabolical aggression? Wouldn't this bolster their confidence and incline them towards committing even further atrocities?

The United States has chosen to make a firm stand in Southeast Asia and we intend to support this decision diligently. If the advancing iron curtain isn't brought to an abrupt halt, communism will eventually push us into a very dangerous position. Logically, this would leave us no alternative and the results could be disasterous in this Atomic Age.

We inmates look upon the world from a unique position. When a man finds himself at the bottom he often views circumstances in a new light and wishes to progress and show others that he can be useful. Yes, although temporarily expelled from society, most of us understand our past shortcomings and wish to inform you of our support for the policies of our executives in Washington, D. C. That is, most of us have come to realize the priceless value of freedom and individuality, and what it means to be deprived of these. Controversy evolving from the Vietnam conflict has prompted us to dissolve our trivial indifferences and unite to aid our nation.

History reveals many prominent civilizations that have momentarily prospered. It is revealing to observe how few of these were destroyed because of external trouble with rival societies. The grim truth is that most were pulled down do to internal stress and lack of public unity. These symptoms of social unrest are shamefully evident in America today and constitute a substantial threat to our national security.

One must consider the students in college prospectively as the most significant group of persons in America today. Their future careers will determine our nation's prosperity in years to come. Why have so many of this elite intellectual body expressed such audacity and lack of insight pertaining to the Vietnam situation? Some campus extremists, along with others who share their views, have even gone so far as to support the **enemy** with demonstrations bordering on treason! In doing this they personally insulted every loyal citizen, especially our brave soldiers who are at this very moment engaged in combat.

By voluntarily offering our services to Secretary of Defense McNamara we hope to present a wholesome example to our fellow American citizens and encourage others to speak up and express their patriotism. We urge the overwhelming majority of students, who are not so feeble-minded as to be influenced by extremist propaganda, to help us inform Peking and the Viet Cong Gurellas of the omnipresent determination to preserve democracy among the young adults in America

Quite a few of us are now eligible for release from this institution or will be in a few months. A characteristic common to each of us is the desire to fullfill our military obligations. We are a healthy, hardy group and have the potentiality of becoming excellent soldiers and proud representatives of our nation anywhere and in any way deemed necessary. Some of the qualifications presented by a considerable number of us are as follows: high school diplomas or other educational certificates, excellent physical condition, extensive vocational training in a variety of fields, positions of trust and certificates of good standing earned here, plus many other qualities worthy of consideration. Each of the young men whose signature accompanies this letter is eligible to enter the armed forces, if permitted, and considers it an intimate honor to be evaluated for selective service.

This is our humble request to you Mr. Scranton, for assistance in conveying our good - will message to Secretary McNamara. Please help us to caution those Americans who have taken their freedom for granted and imposed upon their right to speak freely. Draft card burners are cremating the very soul of this glorious land. We pity them.

2nd Lieutenant **Larry T. George**
Special Forces United States Army
Valedictorian, Class of 1965

COMMONWEALTH of PENNSYLVANIA

GOVERNOR'S OFFICE

HARRISBURG

The Governor **December 17, 1965**

Mr. Arthur T. Prasse
Commissioner of Corrections

Dear Art:

Thank you for sending me your letter of December 13th with the letter from the"inmates for patriotism." Please render to them my gratitude not only for their bringing this to my attention but for their obvious faith in their Nation, which is clearly of even greater importance.

Particularly at this time in our history with the problems in Viet Nam, it is good to know that these men would feel so strongly in behalf of their Nation.

I will have this brought to the attention of General Gross, head of Selective Service in Pennsylvania.

Most sincerely,

William W. Scranton

D D E

Gettysburg, Pennsylvania 17325

June 17, 1966

Dear Dr. Snyder:

Thank you very much for your informative letter and kind invitation to attend the ceremony when 300 young citizens of the State Correctional Institution will receive certificates for completion of educational work at different levels.

While I am prevented by prior commitments from being with you on June twenty-first, I cannot help expressing to you the gratification I feel in reading the petition these 300 young men sent to Governor William Scranton asking only for an opportunity to fullfill all their military obligations. This record is persuasive evidence of the great value of your school and of the patriotic motivation of your student body.

I am inspired by the obvious determination of these young men to become good citizens of this great land and express to you and to each of them my conviction that they will throughout their lives continue to meet every requirement of citizenship and the hope that they will achieve full and successful lives.

Sincerely,

Dwight D. Eisenhower

Dr. Harry A. Snyder
Educational Program Specialist
Bureau of Correction
P. O. Box 200
Camp Hill, Pennsylvania 17011

State Correctional Institution at Camp Hill, Pennsylvania
ESEA TITLE I - VOCATIONAL REHABILITATION

Subject: Vocational Counseling Program - Occupational Pattern Development

Last Name	First Name	Middle Initial	Number	Race

Age	Dependents	Marital Status	Highest Grade Completed in School	Ed. Achievement Grade S.A.T.

Intelligence Ratings	Test	Date	Height	Weight	Hobbies

Physical Disability	Functional Limitation

Offenses	Check	J.D.	Adult

Stated Interest	Verbal	Measured Interest
1st	Comp.	1st
2nd	Time	2nd
		3rd

Work Experience	Institution Job Assignments

Interview Date:	Counselor:

Counselor's Comments:

Recommendations:

LIBRARY SERVICE AND CONSTRUCTION ACT
TITLE IVA PROPOSAL
FISCAL 1968-1969

PROPOSAL

TO DEVELOP A PROGRAM OF TOTAL LIBRARY SERVICE AT THE STATE CORRECTIONAL FACILITY AT CAMP HILL FINANCED JOINTLY BY A LIBRARY SERVICE AND CONSTRUCTION ACT, TITLE IVA GRANT AND FUNDS IN THE AMOUNT OF $20,000.00.

A. Library service to be developed at Camp Hill to synthesize the library situation.

1. Home Library - Many of the men have no no experience with any kind of home library. An effort needs to be made to supply in the quarters, materials which might be found in the home. Filling this need will be part of the institutional library program.
2. School Library - The school library's function is to support the curriculum with materials.
3. Public Library - The provision of materials which are not necessary to support the curriculum but do have educational, informational or recreational value for the institution client.
4. Professional Library - Resources of professional materials for reference and personal development. These materials will range from quantity cookery recipes to information on the latest development in pipe fittings for the class in plumbing.
5. Periodical Subscriptions - 50 subscriptions will be placed for each cell block day room, quarantine and the infirmary.
6. Paperback books - 5000 paperbacks will be purchased in 2 groups. Initially 3500 copies will be purchased including multiple copies to a maximum of 60 copies of a single title. From these 3500 books, cell block collections will be made up of 150 books each.
7. Reference Books - 1 two volume set of the Lincoln Library of Essential Information, 5 copies of paperback dictionaries, 1 paperback dictionary of quotations and an almanac will be placed in each cell block collection as general reference material.
8. School library and public library materials are not necessarily identical. However at Camp Hill these materials would be intergrated into one basic collection made up of 4 categories (Fiction, Non-Fiction, Rerer-ence Books, and Non-Book Materials).

B. Non-Book Materials Collection

1. Filmstrips-Selection will be made of filmstrips (silent and sound) with two purposes in mind, curriculum and individual study use.
2. Phonograph Record Collection - Selection will be made to support the curriculum, offer personal enrichment, and motivate non-readers.
3. Transparencies - Transparencies will be purchased to support the teaching staff in offering better instruction.
4. Print and Graphic Non-Book Materials - Charts, maps, posters, and prints will be selected to support the education program including some non-curricular areas such as safety education, grooming, and job awareness.

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